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ABSTRACT

This study explored the perceptions of distance-education students in two-year institutions toward advising, counseling, and library/media services. The objectives were to provide information to assist community college personnel in the development of relevant student support services for distance-education students. Two questionnaires were utilized. The first, which was completed by 33 institutions, was used to determine how advising, counseling, and library/media services were being provided. After a descriptive analysis of the information was performed, 10 institutions were selected for the second phase of the study. Students at these institutions were sent questionnaires requesting information regarding their utilization and satisfaction with the student services being provided. One hundred eighty-three students responded. The type of delivery systems used to provide those services did not significantly impact utilization or, for the most part, the level of satisfaction with the services. Age and ethnicity were not significant factors of either the degree of utilization or the level of satisfaction with the services. Only in rare instances was gender a significant factor in the degree of utilization or the level of satisfaction with the services. Academic advising was found to be the most essential student service for distance-education students, access to library/media services was second, and counseling was found to be the least essential service. Contains 52 references. (VWC)

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